



Mental Health, Health & Social Care research group

Creating and supporting Clinical Academic Careers in the NHS

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Aim of the Poster:

To provide an overview of three distinct but related activities in the East Midlands region to support the development of Clinical Academic Careers in Nursing, Midwifery and Allied Health Professions.

Background: The National Strategy (DH 2012) 'Developing the Role of the Clinical Academic Researcher in the Nursing, Midwifery and Allied Health Professions' identified a need to develop a career pathway for nurses and AHPs who were interested in pursuing an integrated role for academic research within their clinical role. In the East Midlands, a strong partnership approach was developed across a range of parties to offer a coherent and service focused response to this need in the NHS. Local universities, Health Education England (HEE) and the regional CLAHRC all contributed to the development of a strategic education approach (*the Bronze and Silver Scholar awards*) to enhance opportunities for Nurses, Midwives and AHPs within the region.

**CLAHRC
East
Midlands**

HEE/NIHR Integrated Clinical Academic Programme
for non-medical healthcare professionals



The Clinical Academic education programme (The Bronze and Silver Scholarship Schemes)

These two sponsored programmes provide successful scholars with opportunities to develop their progress along the Clinical Academic Career pathway. The Bronze Scheme is provided by the University of Lincoln and the Silver Scheme by the University of Nottingham. The Bronze award consists of 48 days of funded staff release to develop initial patient focused NHS related research. The Bronze Scholars develop key clinical research skills which can be used to aid progression to Masters/PhD and post-doctoral studies using the new NIHR PCAF scheme.



East Midlands region Bronze Scholar cohort 2017-18 at the University of Lincoln

The CARPAL project

CARPAL is a University of Lincoln research study aimed at understanding the impact of the clinical academic education programme in the East Midlands. The research consists of independently conducted in-depth interviews with previous graduate scholars of the Bronze and Silvers schemes. Despite the development of integrated academic training pathways, aspiring clinical academics still face a range of challenges in balancing the clinical and research aspects of their careers. There is a lack of evidence to demonstrate the impact of clinical academic career pathways, post initial training and the CARPAL study aims to add to this body of evidence. This research is following up scholars from our schemes since 2013, to investigate the extent to which their training has been implemented in clinical practice. The data collection is nearing completion and following systematic analysis, publications will be produced.

The Lincoln 'Clinical Academic Fellow' programme

The fellowship programme aims to support the development of nurses who can act as change agents, informed entrepreneurs, creative, engaged and influential clinical leaders, skilled in communication. The School of Health and Social Care at the University of Lincoln (UoL) has developed a Clinical Academic Fellowship programme with two partner NHS providers (United Lincolnshire Hospitals Trust (ULHT) and Lincolnshire Partnership NHS Foundation Trust (LPFT)). The aim of these competitive awards is to support newly qualified nurses to see research to be core business in the NHS. These early career clinical academic positions are an innovative step forward in the development of clinical academic roles in Lincolnshire. The Fellowship role will support research and clinical skills teaching in the UoL and will provide the Fellow with research training and research opportunities using their clinical specialty as a base for developing research proposals.

Being a Clinical Academic Fellow

'Being a Clinical Academic Fellow (CAF) has been so far, exciting, challenging and rewarding. It means being a part of an amazing team that nurtures the development of good research skills and information governance. It requires good communication of the extensive interaction involved and good organisational skills because of the need to only collect but collate and present information. The role directly translates to practice as it brings awareness of the reason behind why we do what we do, as curiosity and inquisitiveness gives way to opportunities for research. It enhances the ability to become evidence and value-based practitioners embodied in everyday aspects of practice, thereby substantiating the need for research and practice to co-exist. We have found that our practice has been enhanced because we think around our activities, the reasoning behind them and how they can be improved.

Being a Clinical Academic Fellow provides opportunities for continued personal development. There are clinical academic career pathways that are available to be explored and undertaken. It has also provided a variety of learning opportunities in the form of projects researched. Networking and exposure have been a major part of being a clinical academic fellow, consequently providing the opportunities of building professional relationship and becoming aware of other areas of practice that may be of interest in the future'.



Trish and Emily
Clinical Academic Fellows 2017-2018

References:

Department of Health (2012) Developing the role of the clinical academic researcher in nursing, midwifery and the allied health. London. Department of Health. professions. London: Department of Health.